



Hillcross Primary School

Special Educational Needs & Disabilities Policy

Mission, Vision and Culture

At Hillcross we nurture our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity. Through our school culture of high aspiration, embracing challenge, acting with compassion, a shared responsibility and by showing respect for all, we aim to develop a resilient school community of compassionate global citizens.

Compliance

This policy complies with the statutory requirement as laid out in the SEND Code of Practice 2014,

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and has been written with reference to the following legislation, guidance and documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for Children with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for Children with disabilities. Advice for schools DfE February 2013.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [School Admissions Code](#), which sets out the school's obligation to admit all Children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- [Schools SEND Information Report](#) for parents and carers, as required by the SEND Code of Practice;
- [Statutory Guidance on Supporting Children with medical conditions in school](#). December 2015
- [The Early Years and Foundation Phase Curriculum](#); The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5.
- [The National Curriculum in England Key Stage 1 and 2 Framework](#); The national curriculum for England to be taught in all local-authority-maintained schools.
- [Teachers' Standards](#); These standards set the minimum requirements for teachers' practice and conduct
- [Safeguarding Policy](#).
- Policy for [supporting Children at school with medical conditions](#);

The policy has been created by the school's Special Educational Needs/Disability Coordinator (SENDCo) with the SEND Governor, in consultation with the Senior Leadership Team (SLT), all staff and the parents of Children with SEND. The policy has been co-produced in the spirit of the current reform.



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Aims

At Hillcross Primary School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their age, ability, aptitude and special educational needs and/or disabilities (SEN/D).

We value all children as individuals with their own unique qualities to offer. We are committed to providing a happy, secure and stimulating learning environment where they can strive to reach their full potential, with the support and encouragement they need, as they develop skills and knowledge for their adult life.

We strive to ensure that every child receives a broad, balanced and relevant education with full access to the creative, social, spiritual, moral and cultural curriculums. Every teacher is a teacher of every child, including those with SEN/D.

Objectives

- To ensure all relevant guidance and Codes of Practice including the SEN and Disability Act, The Equality Act 2010 and SEND Code of Practice 2014 are implemented effectively across the school;
- To continually monitor the progress of all Children, to identify needs as they arise and provide for children who have special educational needs and additional needs as early as possible;
- To provide specific input, matched to individual needs, in addition to quality first, differentiated classroom provision for those children recorded as having SEN and/or disabilities to overcome barriers to learning;
- To seek the advice and support of outside agencies when a child’s needs cannot be met by the school alone;
- To provide support and advice for all staff working with children with SEN and/or difficulties;
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEN and/or disabilities;
- To involve parents/carers at every stage in plans to meet their child’s additional needs;
- To involve the children themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs

The school’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not making expected progress and who may have additional or special educational needs. In addition, parents/carers are encouraged to share any concerns regarding their child with the class teacher.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children’s needs and requirements fall into four broad areas:

Area of Need	Description
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Including; <ul style="list-style-type: none"> · Children who are on the autism spectrum often have needs that fall in this category. · Children diagnosed with Developmental Language Delay
Cognition and learning	Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: <ul style="list-style-type: none"> · Specific Learning Difficulty; dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties
Social, mental and emotional health	Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.



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	<ul style="list-style-type: none"> · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the Children becoming withdrawn or isolated.</p>
Sensory and/or physical needs	<p>Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities.</p> <ul style="list-style-type: none"> · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment <p>These Children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The above areas are to help the school identify and provide for the children's needs, rather than label a child or put them in a particular category. The needs of the child will be identified by considering the needs of the whole child, not just the special educational needs of the child. (See Appendix 2 for more details)

Children must not be regarded as having a difficulty solely because their home language is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Equality legislation. Children with poor behaviour, Looked after Children, poor attendees, children in receipt of the Children Premium Grant, children of servicemen/women or those with medical needs will not necessarily be considered as having a special educational need.

A Graduated Approach to SEN Support through Ordinarily Available Provision.

The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. Quality First Teaching is an entitlement for every child at Hillcross Primary School. In order to make progress, a child may only require adaptations to the whole class plans. The adaptations will include modifying learning objectives, teaching styles, resources and access strategies. Under these circumstances, a child's needs will be provided for via Ordinarily Available Provision and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

SEND Concern Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress, additional support that is additional to and different from that provided by the usual differentiated curriculum is made available to the child. The SEND Concern Process is initiated, based on the school's observations, assessment data and following a discussion between the class teacher/SENDCo and parent, at this point the child is placed on a SEND Concern and this is reviewed termly, not exceeding three terms, anytime during this process it could be agreed by the school and parent/carer that the child is added to the SEND register.

SEND Support

Where a Children is identified as having SEND, action is taken to reduce/remove barriers to learning and effective special educational provision is in place. This SEND support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the Children's needs and of what supports the Children in making good progress and securing good outcomes. This is known as the graduate approach.

Assess, Plan, Do, Review cycle

In accordance with the SEND Code of Practice, we follow the Assess, Plan, Do, Review cycle, which is as follows:



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Assess

This involves clearly analysing the Children's needs using the class teacher's assessment and experience of working with the Children, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The Children's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the Children is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where an external support staff team is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the Children, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the Children's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the Children and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the Children's progress and development making any necessary amendments going forward, in consultation with parents, Children and professionals; such as speech and language therapist and occupational therapist (if any).

Request for an Education, Health and Care Assessment

For a child who has severe (long term) or significant special educational needs/disabilities or is not making expected progress and working considerably behind their peers, despite following a period of SEND Support interventions and the involvement of specialist services, in agreement and conjunctions with the parents/carers, the school may request that the Local Authority (LA) make a statutory assessment of special educational needs. In this process the school is required to submit evidence, including the views of the child, parent/carer, professional advice (commissioned by health or by the school) to the LA. Then the SEND panel makes a judgement about whether or not the child's needs can continue to be met from the school's notional SEND budget or a statutory assessment is required, using the LA's current criteria for making a statutory assessment.

The request for an Education, Health and Care Assessment will combine information from a variety of sources including:

- Children's;
- Parents;
- Teachers;
- Support Staff, as appropriate;
- SENDCo;
- Social Care;
- Health professionals.



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If the LA decides that a statutory assessment is needed, then following the assessment process the LA will then decide whether to issue an EHC Plan.

Parents have the right to appeal against/amend the content of the EHC Plan during the planning process. The parent/carers would be asked their school preference at this stage and then the school would be consulted for a place, the school will then consult with the LA to say whether they could meet the needs of their child as laid out in the EHCP.

Once the EHC Plan has been completed and agreed, it will be kept as part of the Children's formal record and reviewed at least annually by staff, professionals, parents and the Children. The annual review enables provision for the Children to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Assessments/Plans can be found via [Merton's](#) website:

Managing Childrens Needs on the SEND Register

We acknowledge that additional intervention and support cannot compensate for a lack of good quality first teaching. All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or external specialist staff.

- The SENDCo will meet with each class teacher every term to discuss the children's additional needs concerns and to support in reviewing and writing new targets for SEND Support Plans.
- At other times, teachers will alert the SENDCo and discuss any newly arising concerns.
- Targets arising from SEND meetings and reviews will be used to inform and support whole class approaches to inclusion, for example, differentiation or varied teaching styles.
- The SENDCo will advise and offer support on the planning for children with SEND, and, in certain cases, seek external guidance, as necessary.
- The SENDCo, together with the SLT, monitors the quality and effectiveness of provision for Children's with SEND at Children progress meetings.
- SEND support is primarily delivered by class teachers through Ordinarily Available Provision and Quality first teaching. Additional support is provided by trained support staff (TAs) throughout the school. This is funded from the school's annual budget.
- The provision map is reviewed termly by the Teachers, SENDCo and the SLT, in line with current Children needs, educational initiatives such as Literacy and Maths initiatives and the allocated budget. Additional support is funded through individual allocations from the LA.
- Details of the support and services available to children with SEN and/or disabilities are available in the school and LA's Local Offer.
- With the consent of parents/carers, the SENDCo may seek the advice/support of outside agencies or refer a child to specialist services. This is funded from the SEND budget.
- Support staff, class teachers, the SENDCo and external agencies liaise and share developments in order to inform reviews and plan for the children's future level support or type of provision. Specialist external services may also meet with parents/carers, as required.

Funding

There are three levels of support for Childrens with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding or Ordinarily Available Provision. Good quality universal provision will reduce the need for deployment of more expensive resources;
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding;



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- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the Children. It is important to note that the level and combinations of provision may change over time.

Criteria for Exiting the SEND Register

The progress of all Children is monitored half termly and SEND Support targets are monitored termly, in line with the SEND Code of Practice. If the child has made good progress and the teacher believes that the child no longer requires support that is additional to and different from that provided by the usual differentiated curriculum, the child can be removed from the SEND register following consultation with the teacher, SENDCo, parent/carer and child.

Supporting Children and Families

At Hillcross Primary School, we believe that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEN/D leading to appropriate intervention and provision;
- Continued personal, social, emotional and academic progress of children with SEND;
- Long and Short Term Targets that are set and met effectively.

Staff and parents/carers work together to support children identified as having special educational needs. Parents can access our school Local Offer/SEND Information Report via the school website and the LA Local Offer, which contains information and advice for parents about the full range of support available within the Merton LA.

The Assessment Coordinator liaises with the SENDCo to ensure that children with SEND are able to access exams and other assessments.

Parents' evenings provide an opportunity for parents/carers and teachers to meet, these are offered three times a year. In addition to this teachers consult/meet with parents/carers of SEND children three times a year to discuss progress and review and set new targets. Additional meetings with teachers and or the SENDCo may be made throughout the year.

End of Year Transitions and New to Hillcross Admissions

It is crucial that all transitions are smooth and that all aspects of a child's individual needs are taken into consideration. Transition meetings are held at the end of the academic year when teachers share information, both academic and personal, social/emotional, in order to ensure that staff have a clear insight into the needs of Children who will be under their care during the next academic year. Children transitioning to secondary provision have a planned transition programme and, where necessary, a child may be accompanied to their new school by a member of Hillcross staff as part of an additional induction programme for our vulnerable children. The SENDCo liaises with the new school and records are passed on.

Children entering the school have a home visit completed by a senior leader, giving families the opportunity to attend sessions prior to starting school. Parents/carers meet staff and pass on information relevant to the development of their child. If appropriate, pre-school providers and parents meet/liase with the SENDCo to ensure that the appropriate level of support is in place. Where possible pre setting visits may also take place to allow staff to see the child in their current setting and liaise with key workers/SEND Co

Safeguarding and Child Protection

We recognise that Children with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration



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- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other Children
- The potential for Children with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these Children. This includes:

- A range of opportunities to speak to develop close relationships with trusted adults both formally and informally.
- Specific interventions to help overcome or reduce challenges such as communication interventions, pre-teach or PSHE support such as Zones of Regulation or ELSA.
- Peer support groups.

Any abuse involving Children with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Supporting Children at School with Medical Conditions

At Hillcross Primary School, we recognise that Children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs/disability (SEND) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In line with DfE legislation, September 2014, the school follows the advice and recommendations of the LA with regards to supporting children with medical conditions and managing the medical conditions of Children. The policy is available on request.

Monitoring and Evaluation of SEND

The provision offered to all Children is regularly and carefully monitored and evaluated through lesson observations, book scrutiny and sampling of staff, Children and parent views.

The SEN review process happens three times a year and involves reviewing and evaluating the children's progress towards their individual targets. This termly process involves liaisons between staff in the relevant year group, gathering the child's voice on their progress and support offered and a direct meeting with parents via Virtual SEND review meeting.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of SEND provision for all Children.

Children with an EHCP will also have an additional annual review meeting, linked directly to their personal plan. An EHCP must be reviewed each year. The SEN Team is responsible for ensuring that this annual review process takes place and is carried out in accordance with the SEN Code of Practice 2014. This meeting will include the SEND Co, school staff, parents and outside professionals. The child will also be invited to attend (where appropriate), to ensure their voice is heard. This process is a statutory requirement and the plan will be reviewed and amended accordingly.

Training and Resources



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The SENDCo regularly attends cluster meetings and the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-service training and individual professional development is arranged and matched to these targets.

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all Childrens.

All staff members access professional development opportunities, and are able to apply for additional needs or Inclusion training where a need is identified either at an individual or whole class level.

The support staff team is encouraged to extend their professional development and the management team will ensure tailor-made training is provided, where appropriate. In addition, support staff are ambassadors to an area of SEND.

We aim to ensure that all school staff members are kept up to date with relevant training and developments in teaching practice in relation to the needs of the children with SEN and/or disabilities. Part of our monitoring process includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Roles and Responsibilities

Special Educational Needs/Disabilities Coordinator (SENDCO): Steph Mayar – responsible for

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating the provision for Children with special educational needs/disabilities;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- helping staff to identify Children with special educational needs;
- carrying out assessments and observations of Children with specific learning problems;
- supporting class teachers in devising strategies, ensuring Support Plans are in place;
- setting targets appropriate to the needs of the Children, and advising on appropriate; resources and material for use with Children with special educational needs/disabilities and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of Children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process; liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of Children with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.;
- contributing to the in-service training of staff;
- liaising with the SENDCos and SEND specialists in receiving schools and/or other primary schools and specialist settings to help provide a smooth transition from one school to the other;
- taking part in SEND moderation.
- responsible for managing the school's responsibility for meeting the medical needs of Children with SEND.



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Class teachers:

- Providing high quality teaching for all children;
- Assessing Children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the Children (in liaison with the SENDCo, professionals (if any), parents and Children);
- Regularly reviewing the impact of these adjustments, interventions and support, including Childrens with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the child, including working with the child on a daily basis and gathering the public view in the process;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting Children with SEND;
- Directly liaising with parents of children with SEND;
- Setting SMART short term and long term targets on support plans and reviewing these termly;
- Contributing to the annual reviews process for children with EHCP's;
- Contributing to the referral process to professionals, including the EHC assessment.

Learning Support Assistants (LSAs): Line managed by the SENDCo, the role of SEND TAs is to support children with special educational needs and/or disabilities by being fully aware of the SEND Policy, and by ensuring that the child can integrate as fully as possible in the activities generally undertaken by the other children in the class. Duties will include running specific intervention programmes and activities to assist the child's individual learning and personal, social/emotional needs, and implementing targets on the child's SEND Support Plan in consultation with the class teacher and SENDCo.

SEN Governor: to support the SENDCo. In addition, to champion the area of special educational needs and disabilities within the work of the governing body, as well as have specific oversight of the school's arrangements and provision for special educational needs.

Designated Teacher with specific Safeguarding responsibility:

Our Designated Safeguarding Leads (DSLs) are:

- Mrs Lisa Francis – Headteacher
- Ms Steph Mayar- Assistant Headteacher & SENCo
- Mr Lee Christy – Assistant Headteacher
- Mrs Tanja Doig – Assistant Headteacher

Member of staff responsible for managing PPG/LAC funding: Steph Mayar Assistant Headteacher

Storing and Managing Information

Documents are stored in line with the school's protocol for confidentiality.

Accessibility

The school is a disabled friendly school. Ramps are provided to access all areas of the building. There is a disabled toilet and entrance doors are wide enough to enable wheelchair access. There is a lift to enable wheelchair access to the upstairs classrooms. Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.



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The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs in children and come from a disability equality perspective. Opportunities to teach children via visuals e.g. using symbols on displays and around the class are optimised.

Dealing with Complaints

The complaints procedures for Hillcross Primary School are set out in the school's handbook. Parents who are unhappy about any aspect of their child's educational progress should ask for a meeting initially with the class teacher. If any parent has concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with the Phase Leader in the first instance, then the Deputy Headteacher or Headteacher if required. For any complaints specifically related to SEND, the parent/carer should initially speak to the class teacher and then make an appointment to see the SENDCo if necessary.

Anti-Bullying Awareness and Support for Vulnerable Learners

Our Anti-Bullying Policy is available on the school's website. Our Anti-bullying policy and practice aims to ensure that all members of our community can be safe from any kind of bullying. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Appendices

The Local Offer

SEN Information Report

Accessibility plan;

Contact details: Steph Mayar (SENDCo): 020 8542 6936. Email SENDTEAM@HILLCROSS.MERTON.SCH.UK

Linked Policies and Documents

- Anti-bullying policy;
- Behaviour and Exclusion policy;
- Complaints procedure;
- Confidentiality policy;
- Data Protection policy;
- Equality Plan and Procedure;
- Managing Medical Conditions in School policy;

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our Children and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create



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an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Last Review: September 2021, September 2022, September 2023, September 2024

Date of next review: September 2025 (In line with the new SEND requirements for schools effective from September 2014, the SEND policy will be reviewed annually).

Appendix 1

Support Strategies for Children at Hillcross Primary School

Support at Hillcross is provided in a range of ways and will be specific to the individual child's learning needs. Support and guidance from the Local Authority is provided for schools in their Ordinarily Available Guidance; EYFS and Primary.

Access to the National Curriculum:

- Small group support in class from teacher or support staff as needed;
- Facilitating access to learning through the appropriate differentiation of tasks and activities;
- Use of visual support, including visual timetables and checklists;
- Use of timers, where appropriate;
- Individual targets;
- Scaffolding e.g. writing frames, story maps;
- Additional resources, if appropriate, e.g., Use of interactive whiteboards, regular access to computers, as required;
- Provision of resources to enable multi-sensory learning;
- Supportive computer programmes

Strategies to support Mathematics:

- Targeted small group support in class;
- Withdrawal of small groups or individual Children for additional Numeracy support;
- Numeracy Intervention, including- Numicon;
- Access to table top resources to ensure that learning is multi-sensory and practical.



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Strategies to support English, including Reading:

- Small group reading support in class through guided reading and individual reading;
- Additional small group literacy support from Teaching assistant;
- Differentiated and multi-sensory activities;
- Handwriting development programmes;
- Access to resources, including high frequency word mats and phonics sound mats;
- Access to Intervention, including- specialist phonics support and rapid reading.

Strategies to support Social and Emotional Difficulties and Mental Health:

- Consistent school wide implementation of the school's Behaviour Policy
- Identification of those Childrens whose behaviour difficulties are persistent and constitute a barrier to learning. Provision may include close collaboration with parents/carers, home/school book to aid daily communication between home and school, daily behaviour oversight by school staff;
- A range of pastoral support to support children's behaviour in and beyond the classroom, including Theraplay Groups (using Boxall profile), ELSA, Anger management and Social Skills Groups;
- If necessary, a referral will be made to other outside agencies, as required, such as Educational Psychology Service, CAMHS or Speech and Language Therapy;
- MAPA Training (Managing Actual and Potential Aggression), as needed for the children in Orchard.
- Referrals to 1:1 counselling services that are available in school from Off The Record and Roundabout DramaTherapy.

Support or Supervision at Unstructured Times of the Day including Personal Care:

- Midday supervisors initiating and supporting activities during lunchtime;
- Responsible Childrens helping in playground;
- Use of teaching staff in the playground and lunch hall.
- Access to structured activities led by Support staff, which include the Library and sports arena. These will offer structured play sessions to year groups across the week.

Strategies or Programmes to support Physical needs:

- Implementation of recommendations by occupational therapist or speech therapist by an allocated member of staff;
- Provision of support resources such as writing wedges and pencil grips;
- Meetings between SENCo and school nurse;
- Appropriate staff trained in First Aid;
- Staff training in the administration of support and/ or medication for Anaphylaxis, EpiPen and diabetes;
- Liaison with medical professionals for children with ongoing treatment;
- Photographic details of children requiring medical intervention and individual healthcare plan for children with significant medical needs.

Strategies to Support Speech and Language:

- Assessment by, and intervention from, a speech and language therapist on referral (under the age of 12);



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- In school assessment for communication and language 'Progression Tools', to support in identifying SAL gaps and next steps.
- Additional support and interventions within class;
- Implementation of Speech and Language programmes by TAs and teaching staff, as required.

Planning and Assessment:

- Provision maps;
- Individual targets;
- Differentiated learning activities;
- Multi-sensory opportunities;
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual Childrens;
- CAF referrals to external agencies/social care as required;
- Coordinated planning between class teacher and teaching assistant for Childrens of SEND;
- Regular assessment of progress and achievement against national expectations and individual targets.

Appendix 2

SEND The Four Areas of Need

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need t include a range of difficulties and conditions:

- 1. Communication and Interaction (C&I)**
- 2. Cognition and Learning (C&L)**
- 3. Social, Emotional and Mental Health difficulties (SEMHD)**
- 4. Physical and/or Sensory Needs (P&SN)**

At Hillcross Primary School we identify children's needs within the four areas of SEND need. Students will be ide by their primary area of need. The purpose of identification is to work out what action the school needs to tal to fit a student into a category*. In practice, individual children or young people often have needs that cut aci these areas and their needs and be reflected in their SEN support Plan.

The code states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs tha two or more areas; for others the precise nature of their need may not be clear at the outset.

The Four broad areas of SEND can include, but not exclusive, the following:

1. Communication and Interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Condition (ASC)



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ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of a Childrens with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Childrens with ASD cover the full range of ability and the severity of their impairment varies widely. Some Childrens also have learning disabilities or other difficulties, making diagnosis difficult.

Childrens with Asperger's syndrome should be recorded in this category. These Childrens share the same impairments but have higher intellectual abilities and their language development is different from the majority Childrens with autism.

- Further information can be found at: <http://www.autism.org.uk/about-autism>
- Local organisations offering information, advice and support for children and young people with ASD and families include: [Merton Autistic Parents Support Service \(MAPS\)](#)

Speech, Language and Communication Needs (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may restrict the student develops. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others in understanding and using appropriate language for social interaction. The fact that a child or young person does not understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.

Further information can be found at: [I CAN charity](#)

2. Cognition and Learning

of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition that can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, maybe distracted by unimportant sounds and signals, impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for long periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. Further information can be found at: [ADHD Embrace](#)

Moderate Learning Difficulty (MLD)

Childrens with MLDs will have attainments significantly below expected levels in most areas of the curriculum and require appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Childrens with MLDs have much greater difficulty than their peers in accessing basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Childrens with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, Childrens have other significant difficulties such as physical disabilities, sensory impairments and severe medical conditions. Childrens require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.



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Some Children communicate by gesture, eye pointing or symbols, others by very simple language. They are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 National Curriculum).

Severe Learning Difficulty (SLD)

Children with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has an effect on their ability to participate in the school curriculum without support. They may also have difficulties with mobility and co-ordination, communication and perception and the acquisition of self-help skills. Children with severe

learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-independence and social skills. Some Children may use sign and symbols but most will be able to hold conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school career (that is below level 1 of the National Curriculum).

Specific Learning Difficulty (SpLD)

A child or a young person with a specific learning difficulty, SPLD, will have difficulty in one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (mathematical difficulties), dyspraxia (co-ordination) and dysgraphia (writing)

➤ Dyscalculia

Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Further information can be found at: <http://www.ncl.org/types-learningdisabilities/dyscalculia>

➤ Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organising letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears. Further information can be found at: Dysgraphia.org.uk

➤ Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Children may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Further information can be found at: [British Dyslexia Association](http://BritishDyslexia.org.uk)

➤ Dyspraxia

Children with dyspraxia are affected by an impairment or immaturity of the organisation of movement, appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Children have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills. Further information can be found at: [Dyspraxia Foundation](http://DyspraxiaFoundation.org.uk)

3. Social, Emotional and Mental Health

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and inattentive; those with immature social skills and those presenting other difficulties arising from other complex



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Some children may have emotional needs and/or social problems that interfere with their own ability to effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people. Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings.

Some of the aspects of difficulty included in this area are:

Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A child suffering from an Anxiety Disorder may be prone to frequent panic attacks. Here the child may experience physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

Obsessive-Compulsive Disorder ('OCD')

A child suffering from EBD may also have an Obsessive Compulsive Disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, repeating words silently.

4. Sensory and/or Physical

Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities. Physical disabilities involve impairments to a person's body, such as their limbs or motor functions, while sensory disabilities involve impairments to a person's senses, such as their vision or hearing.

Some of the aspects of difficulty included in this area:

Hearing Impairment (HI)

Children with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, Children are regarded as having an HI if they require hearing adaptations to their environment and/or particular teaching strategies to access the concepts and language curriculum. A number of Children with an HI also have an additional disability or learning difficulty. Hearing loss can be because of conductive or sensorineural problems and can be measured on a decibel scale. Based on British Society of Audiology definitions of hearing loss, this is the decibel hearing level range each of these terms refer to:

- mild (21–40 dB)
- moderate (41–70 dB)
- severe (71–95 dB)
- profound (95 dB).

Four categories are generally used: mild, moderate, severe and profound. Some Children with a significant hearing impairment communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with



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aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they require adaptations in lighting or the size of print, and, sometimes, Braille.

- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Children with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs make it difficult to ascertain their intellectual abilities. Children with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination of these difficulties result in high anxiety and multi-sensory deprivation. Children need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and children cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a physical disability but do not have a SEND. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a child has a SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may be necessary for the child or young person with any particular diagnosis or medical condition to have any additional support or educational provision at any phase of education. It is the child's wellbeing needs rather than a diagnosis that should be considered. Some children may not require school-based SEND provision, but their medical condition, if not properly managed, could hinder their access to education. Children and young people with medical conditions that will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis, Tracheotomy, Colostomy and Ileostomy. In such cases, school staff will take into consideration the medical support available.